Highlights of Academic Affairs’ Efforts to Advance Inclusive Excellence

Office of the Provost Report

2017-18 Academic Year
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INTRODUCTION

Equity, diversity and inclusivity are central tenants of Vanderbilt’s commitment to trans-institutional discovery and learning, and necessitate a focus on inclusive excellence. Inclusive excellence represents Vanderbilt’s pledge to advance the success and affirmation of all. It reflects a standard which ensures we remain focused on creating an environment and community comprised of diverse talent in which each individual is supported, developed and poised to make a profound contribution within and beyond Vanderbilt. More specifically, inclusive excellence underscores a focus on maintaining an educational ecosystem in which faculty and students reflect and embrace a diversity of perspectives and backgrounds for optimal learning and discovery; thrive productively as scholars and learners; and feel supported and valued as members of the Vanderbilt and Nashville communities. Our existence and legacy as a leading global institution depends on our being successful in this vision.

Throughout the 2017-18 academic year, we continued to be guided in our actions by focusing on our university values and our steadfast commitment to freedom of speech and civil discourse. This included a series of national and international events and changes in federal policies. Of note, the 2017 school year began shortly after a series of tragic events on and near the University of Virginia in Charlottesville, Va. Shortly after this, plans for rescinding the Deferred Action for Childhood Arrivals, or DACA, program were announced. Vanderbilt’s commitment to supporting and embracing our international scholars was continually voiced, as evidenced by our open chronicling of news, statements, events and resources for the community. In Academic Affairs, Provost Wente’s appointment of Vice Provost Melissa Thomas-Hunt enhanced our resources and expertise within the broader academic administration, and all worked collaboratively with the Interim Vice Chancellor for Equity, Diversity and Inclusion and Chief Diversity Officer Tina Smith. We are well positioned with multiple campus partners working together to further elevate our efforts to achieve inclusive excellence and ensure all on campus are safe and respected.

For the third year in a row, this Academic Affairs annual report is being issued to highlight some of the university’s efforts focused on equity, diversity and inclusivity efforts (henceforth known as Inclusive Excellence). As noted, this report and all prior are not an exhaustive list of all initiatives at Vanderbilt but instead document the broad goals, visions and direction embraced across campus in areas reporting to the Provost. The report includes select achievements and outcomes, new and on-going initiatives and upcoming efforts across colleges, schools and central Provost support offices. In all, there is clear evidence of the continual commitment to inclusive excellence at Vanderbilt.
ADMINISTRATION

During the 2017-18 academic year, a range of efforts culminated in a set of special highlights. The Provost opened the university’s Office of Inclusive Excellence to ensure continued support for cross-institutional programs targeted towards advancing inclusive and multicultural research, scholarship, accessibility improvements – ultimately advancing the university’s commitment to being a global and inclusive leader among academic institutions. In summary:

- Melissa Thomas-Hunt was named the university’s first Vice Provost for Inclusive Excellence on July 1, 2017. The Office of Inclusive Excellence began its operations with broad responsibilities for supporting students and faculty, including responsibilities for ensuring that efforts to promote inclusive excellence are incorporated across all key strategic initiatives in academic affairs [see Overarching Goals inset to right].

- Vanderbilt's Initiative of the Intersectional Study of Black Women and Girls in Society, a transdisciplinary hub of research, discovery and teaching activities combining scholars from Peabody College, the College of Arts and Science and the Law School, received funding through the university’s Trans-Institutional Programs (TIPs) initiative. This new program will focus on elevating and understanding structural barriers and forms of resistance that black women and girls experience across various social contexts in society, and how intersectional interventions might be created to expand opportunities and increase pathways to success. By creating, evaluating and synthesizing cutting-edge scholarship, this initiative will build upon and significantly expand current efforts and position Vanderbilt as a national and world leader in developing solutions.

- Cross-College Teaching Initiatives program resulted in new university course offerings in Spring 2018, which included the following multicultural courses:
  - Historic Black Nashville;

Office of Inclusive Excellence’s Overarching Goals

The purpose of the Office of Inclusive Excellence is to work in partnership with members of the Provost Office and Vanderbilt’s colleges/schools to ensure we are:

Goal 1: Attracting and retaining top faculty and student talent from around the globe to Vanderbilt University.

- By partnering to offer innovative approaches to recruitment of populations historically underrepresented at Vanderbilt, particularly graduate students, postdoctoral fellows and faculty.
- By fostering a culture and climate that welcomes individuals from varied backgrounds and circumstances and supports individual achievement.

Goal 2: Advancing efforts that ensure that our students and faculty have equitable access to resources, opportunities, support and recognition that allow them to maximize their success at Vanderbilt and beyond.

- By conducting fine-grained student and faculty success analyses
- By working closely with academic affairs leaders in considering innovative approaches to catalyze further success

Goal 3: Striving beyond simply fostering success toward an increasing, intentional sense of belonging and affirmation at Vanderbilt for all students and faculty.

- By collaborating on and spearheading initiatives that assist faculty and students in forging and maintaining social connections
- By foregrounding an atmosphere that invites and encourages the engagement of the broad array of faculty and students
- Race, Place and Power; and

The 2018 award cycle yielded five new University Courses awards, and two of the new courses are multicultural, including:
- The Causes and Consequences of LGBTQ Policies; and
- Planetary Health, Policy and Social Justice.

** Academic Pathways: An Initiative for Academic Diversity** completed its first successful year with a class of seven post-doctoral fellows. Six fellows are working with faculty in the College of Arts and Science, the School of Engineering and the School of Medicine, while the seventh was appointed at Fisk University, a partner school on the NSF Alliances for Graduate Education and the Professoriate (AGEP) grant that supports part of the Academic Pathways program. The program also welcomed its second group of finalists to campus to participate in the annual Academic Pathways Symposium, which included participants from prestigious universities across the U.S. presenting their research. This program, administered by the Graduate School, represents an ambitious postdoctoral training initiative designed to prepare recently graduated doctorates for competitive academic careers with a particular focus on recruiting recent graduates who come from diverse racial, ethnic and other backgrounds. Each recruit is awarded a competitive stipend for a postdoctoral fellowship. The program provides fellows with important opportunities to develop the teaching, mentoring and service experience that will make them highly competitive candidates for academic positions. The program is funded in part by a National Science Foundation AGEP grant (Arts & Science and Engineering) in addition to support from the Provost and Chancellor.

** The Wondr'y** co-hosted a trans-institutional partnership with the Black Cultural Center and the Office of Inclusive Excellence, to produce the “Redefining Tokenism” panel, an event that garnered media attention and positive feedback from the Vanderbilt community. Additionally, the “Heritage Months” exhibit was launched at the Wondr'y to highlight diversity-focused themes.

** FutureVU and Academic Affairs.** The vision of the university’s FutureVU campus land-use planning initiative includes long-term projects that affect the entire campus and individual campus “neighborhoods.” Planning was completed on a set of projects designed to uphold the values of diversity, inclusion, sustainability, optimized mobility and transportation, and the preservation of a historic park-like setting. One of the focuses of the Academic Affairs capital projects will include enhancing the Residential College models to increase inclusiveness and accessibility, including improvements that enhance learning and technological capabilities. In addition, the renovations of Peabody College’s Home Economics and Mayborn buildings will also result in increased accessibility and new pedagogical and scholarship opportunities.

** To bolster Vanderbilt's international impact and visibility,** the Provost announced strategic initiatives designed to strengthen the university’s global reach—a visiting global fellows/scholars program, streamlined and updated administrative processes and a strategic framework for amplified cross-college coordination. In addition, an international communications strategy is being developed by the Division of Communications to enhance Vanderbilt’s global profile. These initiatives will advance the global impact of
Vanderbilt’s academic achievements and contributions to society. These efforts embrace inclusivity and ensure Vanderbilt is known around the world as welcoming.

- The **Faculty Standing Committee for Campus Planning Consultation on Campus Building Art Initiatives** was established to determine the themes of the new Residential College art initiatives and, by extension, images that will have enduring resonance, facilitate and reflect inclusiveness and provide opportunities to index a wide range of disciplines.

- New submission guidelines were issued for internal funding opportunities. Faculty were asked to consider how their proposals addressed inclusive excellence in all **internal funding applications** including TIPS, Discovery Grants and Research Scholar Grants processes.

- The **Diversity Delegates** appointed by the deans of each of the schools/colleges met regularly to share best practices and collaborate/promote their respective efforts to advance inclusive excellence.

- The **Community Professional Development Initiative** was launched with partners from the Provost’s and Chancellor’s offices completing training on equity, diversity and inclusion issues – the inaugural event was a 4-Day Cook Ross “Train the Trainer” hosted by the Office of Inclusive Excellence.

**FACULTY RECRUITMENT**

Through progressive efforts in our faculty search processes, we continue to make gains in increasing faculty diversity to better mirror our student body. These changes are evident in the more robust faculty programming targeted towards best practices in recruitment efforts and in the increase in the number of faculty contributing difference to their departments.

- Nearly 60 faculty members attended one of four **Best Practices Workshops** on “Finding and attracting top talent: Best practices for faculty searches” in fall 2017 for faculty search committees.

- The Office of Inclusive Excellence also offered a ‘leading edge’ **Interactive Theater Workshop** [presented by the Cornell Interactive Theater Ensemble] focused on addressing faculty search dynamics entitled “It Depends on the Lens.” The interactive format allowed faculty to experience the challenges often encountered in advancing inclusive excellence within faulty searches and discuss mechanisms for adhering to best practices.

**KEY TERMS**

- **URM** (“Underrepresented minority”) – For the purpose of this report, the data capturing “URM” refers to African-American or black, Hispanic and Native American. While these specific groups are considered URM university-wide, the groups that are underrepresented vary by school/college and department.

- **FOC** (“Faculty of color”) – For the purpose this report, the data capturing “FOC” refers to African American, Hispanic, Native American, Asians, international of color and two or more races.

- **Gender** – Gender is classified as either men or women. To date, we do not have gender identity data.
• Of the 54 offers extended this academic year, to date, 34 were accepted. More than half of those accepted (53 percent) were female, nearly one quarter of those accepted (24 percent) are URM and 38 percent of those accepted were faculty of color. Despite the percentage increases achieved in female faculty and faculty of color hired in 2017-18 relative to 2013-14, a sustained focus on employing best practices in recruiting efforts will be necessary to continue to deliver on Vanderbilt’s steadfast commitment to a diverse faculty. See table below.

• Advances continue to be made in the hiring of senior URM faculty who serve as advisors and mentors to graduate students, postdoctoral fellows and junior faculty. For example, in fall 2018, Professor Audrey Bowden will join the School of Engineering from Stanford University as the second Dorothy J. Phillips Chancellor Faculty Fellow, and Professor Paul Taylor from Penn State will join the Philosophy department in the College of Arts and Science as a W. Alton Jones Chair holder.

<table>
<thead>
<tr>
<th>New Faculty Hires</th>
<th>2013-14</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
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<tbody>
<tr>
<td>% Women</td>
<td>48%</td>
<td>49%</td>
<td>58%</td>
<td>54%</td>
</tr>
<tr>
<td>% Faculty of Color (African American, Hispanic, Native American, Asians, International of color and 2 or more races)</td>
<td>14%</td>
<td>41%</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>% URM (African American, Hispanic and Native American)</td>
<td>7%</td>
<td>35%</td>
<td>29%</td>
<td>23%</td>
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*Note: As of the publishing of this report, there are still outstanding offers for the hiring year, and the 2017-18 statistics may change.*

**Faculty Retention and Development**

Competition to retain our best faculty remains very strong. Vanderbilt’s commitment to excellence necessitates a level of vigilance in constantly striving to foster an inclusive climate that supports faculty retention. Toward this end, the Provost’s Office and the schools/colleges promoted innovative programming to foster a sense of belonging and ensure the success of all faculty members at Vanderbilt.

Faculty retention data has only been collected centrally over the past three years. For academic year 2017-18, Vanderbilt’s overall retention rate was 81 percent. As outlined in the table below, our retention rates were not the same across all demographic groups with the lowest retention rate occurring amongst women faculty. As we continue to collect data on retention we will dissect patterns over time, examining root causes and addressing underlying issues and concerns while we work on increasing both recruitment and retention overall. It is important to note that 50 percent of retention situations that arose involved women or faculty of color. This underscores the importance of Vanderbilt continuing to focus on creating an environment in which female faculty and faculty of color feel connected and able to thrive.
Both the Office of Academic and Faculty Affairs and the Office of Inclusive Excellence continue to collectively expand efforts that support faculty professional development, increase faculty engagement opportunities and improve the likelihood of successful retention. Programs like **Chancellor Faculty Fellows** and **Provost Research Studios** infuse resources and funding to faculty at critical career junctions. Likewise, substantial increases in programming such as **professional development workshops**, **faculty writing studios** and **faculty engagement receptions** build community and efficacy in ways that promote scholarship, inclusive teaching practices and collegiality. These programs benefit all faculty and have a particularly strong impact on women and URM faculty.

<table>
<thead>
<tr>
<th>Faculty Retention</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
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<tbody>
<tr>
<td></td>
<td>Cases</td>
<td>Retained</td>
<td>Cases</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>31(82%)</td>
<td>24</td>
</tr>
<tr>
<td>Women</td>
<td>18</td>
<td>15(83%)</td>
<td>7</td>
</tr>
<tr>
<td>URM (African American, Hispanic and Native American)</td>
<td>13</td>
<td>10 (77%)</td>
<td>4</td>
</tr>
<tr>
<td>Minority/Of Color (African American, Hispanic, Native American, Asians, International of color, and 2 or more races)</td>
<td>15</td>
<td>12 (80%)</td>
<td>8</td>
</tr>
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**Faculty Insights** workshops held throughout the year furthered faculty development through panel discussions focused on various academic topics. Other programs targeted toward faculty engagement and retention included:

- **Reception/Lunch Event Series** – To foster relationships amongst new faculty and encourage a sense of community within the university, including one family-friendly event (six held – more than 340 in attendance).
- **New Professional Development Workshops:**
  - Interactive Theater Workshops on Faculty Student Interactions [Presented by Cornell Interactive Theater Ensemble and University of New Hampshire PowerPlay] to focus on increasing awareness of inclusionary practices (three workshops – nearly 100 in attendance).
• **Community Writing Studios** were held monthly to provide faculty the opportunity to meet in a common space to engage in scholarship. Senior faculty shared writing strategies and committed to dedicated writing time monthly
  - Targeted female, junior faculty but all welcome – 47 participants from March 2018-June 2018; 12 of 47 attended multiple sessions.

SCHOOL AND COLLEGE-BASED ACTIVITIES

Through intentional programming efforts, all 10 schools/colleges continue to advance inclusive excellence across several dimensions. Lecture and meeting series focus on increasing dialogue and conversations. Grants, fellowships and internships provide increased opportunities for advancing recruitment outcomes as graduate and professional schools continue to refine and innovate recruitment strategies to increase URM enrollment. Likewise, student organizations and leadership programs provide additional support, resources and opportunities for URM, minority and international students.

- The **Graduate School** continues to foster greater community and engagement among graduate students. The continuation of these efforts includes a new meeting series with the Graduate Diversity and Inclusion subcommittee of the Graduate Student Council, which held several sessions to focus on issues of equity, diversity and inclusion within the graduate student and postdoctoral fellow communities. Additionally, the Graduate School hosted multiple salons with graduate students to discuss the book *Hidden Figures* by Margo Lee Shetterly and elucidate the career paths and personal choices of black women pioneers who forged their way in engineering and computer science.

- In February 2018, the **School of Nursing** initiated a formal Memorandum of Understanding (MOU) with the Morehouse Medical School Undergraduate Health Science Academy resulting in six interns receiving six-week internships at VUSN from June 11-20, 2018. The school received a Promise of Nursing grant and will

<table>
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<th>Selected Faculty Achievements in Inclusive Excellence</th>
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<tr>
<td>▪ 27 individuals across the university were recognized in a portrait unveiling at the Black Cultural Center as Vanderbilt Pioneers.</td>
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<tr>
<td>▪ American Association for the Advancement of Science named <strong>Linda Sealy</strong> 2018 Mentor Award for Lifetime Achievement and <strong>Keivan Stassun</strong> 2018 Mentor of the Year</td>
</tr>
<tr>
<td>▪ <strong>Virginia Shepherd</strong> and <strong>Keivan Stassun</strong> were honored by the White House Office of Science and Technology Policy for STEM mentorship</td>
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<tr>
<td>▪ <strong>Anjali Forber-Pratt</strong> was selected by <em>Diverse: Issues in Higher Education</em> as one of 15 “emerging scholars” and by SHAPE America for a Guiding Women in Sport Award and was also honored with an award for leadership to the disability community by the Nashville Mayor’s Advisory Committee for People with Disabilities</td>
</tr>
<tr>
<td>▪ <strong>Donna Y. Ford</strong> was honored with the Dr. Asa G. Hilliard Model of Excellence Award from the College Board and the W.E.B. DuBois Higher Education Award from the National Alliance of Black School Educators and was named one of 2018’s Top 25 Women in Higher Education by <em>Diverse: Issues in Higher Education</em></td>
</tr>
<tr>
<td>▪ <strong>Jason Grissom</strong> and <strong>Evelyn Patterson</strong> received 2017 Chancellor’s Awards for Research on Equity, Diversity and Inclusion</td>
</tr>
<tr>
<td>▪ <strong>Nicole Joseph</strong> received AERA’s Scholars of Color Early Career Contribution Award and organized a March for Black Women in STEM in conjunction with the national March for Black Women.</td>
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accommodate 10 participants from diverse backgrounds for four weeks in summer 2018 and also continued to host a Dean’s Diversity Lecture
- The School of Engineering continues moving forward in accomplishing its long-term goals with a focus on diversity in faculty hiring. Of new hires, this is a second year in which more individuals contribute racial/ethnic difference than those that do not.
- This year, 27 percent of Peabody College’s current PhD commitments are from underrepresented minorities. Furthering dialogue regarding inclusion, the school offered three well-attended Dean’s Diversity Lectures and held the March for Our Shared Humanity in response to the Charlottesville, Va., incident. Additionally, the achievements and initiatives of Peabody faculty exemplify the school’s continued inclusive excellence efforts (see inset on page 9).
- The Owen Graduate School of Management worked with faculty to develop minicases to organize MBA orientation diversity programming and supported student participation in Management Leadership for Tomorrow and Forte conferences, yielding early job offers. The school also worked with the Office of Inclusive Excellence on a number of events including a pre-semester workshop for international students, an organizations faculty search and a women’s symposium. Additionally, a new course, “Women and Leadership,” was developed. The school has initiated a diversity dashboard for gathering data on race/ethnicity and gender of US business school faculty to compare to the school’s applicant pool and screening process. This approach was used in the school’s faculty searches this year, enhancing visibility of diversity efforts.
- The Blair School of Music continues its efforts to diversify its student body and public events with multi-ethnic and multi-disciplinary offerings. The school’s initiative to improve the number of underrepresented populations among students continues as the 2018 entering first year class data shows the same rate of progress as last year (in the number of applicants and of those admitted), and shows dramatic improvement from 2015.
- The Divinity School’s student body is currently 38 percent racial/ethnic. The school continues to invite diverse speakers for their four major lectureships. The demographics include three females and one male; a Latina, two African Americans and one Asian American; two full professors in named chairs, one associate professor and one assistant professor. In June 2018, the school’s Public Theology and Racial Justice Collaborative held its inaugural Summer Institute on “Reclaiming Our Time: Public Theology, Racial Justice and the Fight for Democracy” where participants attended one of two teaching tracks on Social Trauma, Social Death and The Power of Truth-Telling: Stories and Practices from the Frontlines. They also hosted U.S. Representative Jim Cooper as the opening keynote, Melissa Harris-Perry as an evening keynote and several panel discussions with scholars on womanist, racial and social justice issues.
- Through continued targeted efforts, including attending minority admissions fairs, aggressive recruiting and competitive scholarship support, the Law School typically ranks first among the nation’s top 20 law schools in African-American student representation. The class that enrolled in fall 2017 set an all-time record for total
minority students (35 percent), Hispanic representation (10 percent) and Asian representation (17 percent).

- The **School of Medicine Basic Sciences** created a Mentoring Committee Report Form that has been provided to all assistant professors and their mentoring committee chairs. This form allows for consistent mentoring of junior faculty across departments and committees. The Dept. of Biochemistry successfully recruited an African American woman, Breann Brown, who will join the faculty as Assistant Professor later this year. The school is also pursuing strategies to develop their own in-house postdoctoral talent, investing considerable time in marketing the Academic Pathways program to more than 200 senior graduate students from underrepresented groups who were identified due to the receipt of diversity pre-doctoral fellowships from NIH, Ford and the Howard Hughes Medical Institute as well as a network of contacts with Initiative for Maximizing Student Diversity directors around the country. The school also hosted a postdoctoral recruiting event, marketed using the same strategy as mentioned above for the Academic Pathways program, with the intent of enhancing diversity among the postdoctoral fellows. A success rate near 50 percent is expected for the participants accepting Vanderbilt postdoctoral positions once the plans of all the URM scholars are finalized. The school’s inclusive excellence initiatives continue to include faculty cultural awareness mentoring. The first Culturally Aware Mentoring Workshop was held in November 2017 for approximately 30 faculty who play key roles in graduate education and leadership. A second workshop was held in April 2018, continuing their partnership with National Research Mentoring Network facilitators Pfund and Byars-Winston. Finally, a graduate student culture and climate survey was introduced in the fall to enable a data-driven approach to documenting the efficacy of mentor training over time. Enhancing the quality of trainee experiences, especially as those trainees become ever more diverse, will enhance the school’s productivity and ability to maintain our stature as a leading university for biomedical research.

- The **College of Arts and Science** continues dedicated support for its signature Bridge Programs in partnership with Fisk and Tennessee State University. In addition to this continued dedication, the college accomplished diversity achievements in faculty recruiting, recruiting and appointing 15 new faculty members (seven women, three Asian, one African American and one Hispanic), helping increase diversity on campus. Other inclusive excellence efforts include: hosting three Emerging Scholars lectures, featuring guest presentations by early-career scholars from traditionally underrepresented backgrounds: Manasi Deshpande in Economics; Kira Thurman in German, Russian and East European Studies; and Gal Mishne, in Mathematics; presentations by Julie Posselt (USC), author of Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping, to representatives of graduate programs throughout Vanderbilt about how to recruit more diverse graduate cohorts; and receiving NSF Alliances for Graduate Education and Professoriate grant supporting Vanderbilt Academic Pathways postdoctoral program.
UNDERGRADUATE STUDENT LIFE

Vanderbilt’s recognizes that cultivating a strong student community is an integral part of nurturing an increasingly diverse community of students. With the increasing diversity of identities and experiences on campus, the Provost’s Office is continuing to invest in programs and initiatives that are designed to foster a sense of belonging and inclusion and create an environment that supports the needs of all students. In September 2017, the Dean of Students held the grand opening of the Center for Social Justice & Identity as a central and visible home to a wide array of students and student organizations. Additionally, Vanderbilt has committed to the expansion of its residential college system, designed to educate the whole student and develop leaders who will change the world. This year, this commitment yielded the physical emergence of the E. Bronson Ingram College, the breaking ground on subsequent residential colleges as well as beginning construction on the overall West End Neighborhood initiative. Together, these efforts will advance Vanderbilt as an innovative living learning community.

Enrollment

Changes in the demographic composition of our undergraduate student life are evident over the past two years, as seen in the table below. This is reflected in the wider campus demographic shift as the total of all underrepresented minority students (undergraduate, graduate and professional) increased from 15.5 percent to 16.8 percent in the past year. In fall 2017, Vanderbilt enrolled a record high percentage of Pell grant recipients (15 percent of the first-year class). Furthermore, the Fall 2018 class is on track to be the most competitive, academically qualified and diverse cohort, with the lowest admit rate, the highest yield and highest number of applications.

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tbody>
<tr>
<td>Total undergraduate first-year minority population (not including international students)</td>
<td>38.8%</td>
<td>41.2%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Total undergraduate first-year URM population (not including international students)</td>
<td>20.1%</td>
<td>21.7%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Total minority undergraduate student population (not including international students)</td>
<td>33.5%</td>
<td>36.3%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Total undergraduate URM student population</td>
<td>14.4%</td>
<td>18.9%</td>
<td>20.4%</td>
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Dean of Students

This year, the division opened a new Social Justice and Identity Student Center. Activities among the various offices include the following:

- **The Office of Transition Programs** designed programming and initiatives that focus on inclusion issues specific to transfer students, first-generation students and low-income students as salient identity groups on campus, launching several initiatives targeting first-generation college students into the Vanderbilt community, including:
  - **FirstVU**, Vanderbilt’s only student-led, first-generation student organization in fall 2017 (with six members in the fall and 19 in the spring).
o Collaborated with the **Office of Parent and Family Programs** to expand resources for first-generation students and their families.

o Launched the **“Student Success Series”** to assist students as they transition through the various stages of their career, with the content of the programs curated to specifically assist first-generation college students, transfer students and student scholars as they navigate Vanderbilt.

o Expanded its **printed resources** for first-generation and transfer students and created and published the FirstVU brochure, with information specifically for first-generation students.

o Planned and executed a full-day training session for the **FirstVU Executive Board** with sessions that trained student leaders on how to lead an efficient student organization. The session had them to consider what it means to be a peer advocate and ended with an opportunity for students to interact with Dean Mark Bandas and Associate Dean Frank Dobson, who were first-generation students themselves.

o Introduced **‘First Gen Fridays’** – a monthly event hosted jointly with the BCC, the Career Center, and the GEO Study Abroad Office. First Gen Fridays celebrate first generation students and connect them to graduate students, new professional staff and senior administrators who were all first generation students.

- **LGBTQI Life** supported the student pronoun selection in YES initiative with 18 presentations at department meetings in spring 2018. In addition, LGBTQI Life held 18 trainings for student, campus and community groups on gender and sexuality more broadly during the same time period.

- **Career Center** coaches offered regular walk-in hours at the KC Potter Center (LGBTQ) the Black Cultural Center, and the IICC (Inclusion Initiatives and Cultural Competence) office. They also established enhanced connections with international students through the ISSS (International Student & Scholar Services) office, including offering walk-ins and follow-up appointments at their workshops, conducting joint workshops and providing administrative support to their projects.

- 1700+ students, faculty and staff attended one of many **Inclusion Initiatives and Cultural Competence** programs or training events held during the year.

- **The Margaret Cuninggim Women’s Center** contributed to the campus’s discussion of resilience by coordinating an art exhibit on women and resilience this fall. It expanded its programming on pay equity by hosting two additional salary negotiation workshops in the fall and developing a weeklong series called “Gender, Work, and Money” in the spring to coincide with Equal Pay Day. Its Women in the Academy series saw twice as many graduate student participants as last year. In addition, the center launched a parenting group during the spring 2018 semester that has attracted a range of attendees.

- **Project Safe** was one of the five recipients of the Campus Prevention Network’s 2017 **Prevention Excellence Award** for outstanding achievements in sexual assault prevention. The Campus Prevention Network is a national organization committed to the mission of supporting colleges and universities in driving lasting, large-scale change in terms of changing narratives about campus behaviors by providing innovative research, proven and promising prevention strategies and opportunities to engage with a network of campus partners to help campuses make breakthrough progress on the critical health and safety issues impacting the lives of our students, staff and faculty.
- **The Office of Greek Life** saw a 65 percent increase in membership in the National Pan-Hellenic and Intercultural Greek Councils consisting of seven historically African American fraternities and sororities and two multicultural sororities, since last academic year. As part of the FutureVU planning, there was also direct engagement with all groups in the West End Neighborhood when considering the vision for renovations, building and significant landscaping that will result in an inclusive and welcoming part of campus for all, including the construction of a NPHC house on Greek Row. The first steps on this plan are approved and under construction with also the launch of Residential College A building.

- **The Center for Teaching** launched a monthly learning community on disability and learning to explore principles of inclusive teaching, university design for learning, and instructional accommodations.

- Vanderbilt’s new **Student Care Network** officially launched July 1, 2018, providing a holistic, inclusive system of health and wellness services and resources to the university’s undergraduate, graduate and professional students. Staffed with a team of care coordinators, the Office of Student Care Coordination (OSCC) is the central and first point of contact for students to identify needs and determine the most appropriate resources to address concerns. The launch is a key element in the university’s initiative to support the community’s mental health and wellbeing to ensure that all members of Vanderbilt’s community are given the resources and support needed to reach their full potential. The network supports the recommendations of a chancellor-appointed committee that issued the Strategic Plan for Mental Health and Wellbeing in March. The creation and launch of the new **University Counseling Center**, which replaced the Psychological and Counseling Center, is also part of the Student Care Network. Under the direction of the UCC’s inaugural director, Todd Weinman, services will follow a stepped-care model, providing short-term tailored care based on specific needs. This support includes enhanced services, partnerships with campus wellness offices and resources for campus in times of crisis. A number of additional staff members have been hired across the Student Care Network (i.e. UCC and OSCC). Of these new hires, 71 percent are women, 36 percent are staff members of color and 29 percent are underrepresented minorities.

**Residential College Life**

- In January 2018, Vanderbilt announced the launch of its largest-ever capital project, which will replace aging residence halls with innovative residential colleges to support the university’s vision to shape the leaders of tomorrow. E. Bronson Ingram College will open in fall 2018, followed by three more residential colleges by 2023. The intent is to expand residential education to extend the rigorous, immersive undergraduate experience and bring the diverse backgrounds and perspectives of students together within communities based on tolerance, mutual understanding and respectful discourse. The residential college learning environment and diverse intellectual community is built upon the foundation of Opportunity Vanderbilt, the cornerstone of Vanderbilt’s efforts to recruit the most talented students from across the country and around the world. In support of Vanderbilt’s commitment to a evolving residential college community,
Vanessa Beasley was named Associate Provost and Dean of Residential Faculty and will lead the new residential college organization.

- Current achievements among first-year students within **Martha Rivers Ingram Commons** include:
  - The Faculty Heads of House selected *Strong Inside: Perry Wallace and the Collision of Race and Sports in the South* as the 2017-18 Commons Reading for the second year in a row as they felt the minor characters, diversity issues and the role of gender in Vanderbilt athletics’ history remained unexplored.
  - Vanderbilt Visions (mentor-led, first-year group meetings) included modules on resiliency for the second year, diving deeper into its meaning and complexity, as a basis for launching conversations among diverse groups of students.
  - VUceptors recruited the largest percentage of students identifying as an ethnic or racial minority seen since the beginning of the Visions program, which also makes the 2018 student VUceptor cohort the most ethnically and racially diverse in the organization’s history with 56.5 percent of student VUceptors identifying in this way.
  - The 11th annual Lawson Lecture held to complement the first year reading, *Strong Inside*, featured acclaimed sports journalist and author Sally Jenkins, Vanderbilt Head Women’s Basketball Coach Stephanie White and Vanderbilt Senior Associate Athletic Director Candice Lee in conversation on the resiliency of women in sports at Vanderbilt and beyond.
  - Students were challenged to expand their understanding of resilience through campus art exhibits: *Who Are We? Identity and the Contemporary Photographic Portrait* and *The Resilient Souls Project*